

**TEACHER AND STUDENTS' PERCEPTIONS TOWARD  
THE USE OF STUDENTS' L1 IN EFL CLASSROOM**

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Oleh

Laila Isrofatun Nahdiah

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Sarjana pada Program Studi Pendidikan Bahasa Inggris  
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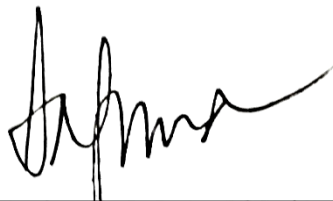
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## **ABSTRACT**

This research reports the use of Indonesian language as mother tongue (L1) in an EFL classroom of junior high school setting. The aims are to investigate the realization use of L1 and to examine the teacher and students' perceptions of it. The research employs a case study method and describes it qualitatively. The data are gained through triangulation instruments: classroom observation, students' questionnaire, and teacher and students' interview. 32 students and one teacher are involved as the participants. The basic frameworks in this study depend on Auerbach (1993), Schweers (1999), and Cook (2001) framework. The finding reveals that L1 need to be used in the classroom as a facilitator, with reasonable portion. The benefits of L1 use are found, they are for repeating unclear statements, asking for translation, explaining grammar, checking for understanding, gaining attention, and making jokes. Also, the teacher and the students show positive perceptions toward the use of L1 in EFL classroom.

**Keywords:** L1 (Indonesian Language), L2 (English), teacher and student' perceptions, EFL classroom

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## **ABSTRAK**

Penelitian ini melaporkan penggunaan bahasa Indonesia sebagai bahasa ibu (L1) di ruang kelas EFL di sekolah menengah pertama. Tujuannya adalah untuk menyelidiki realisasi penggunaan L1 dan untuk menguji persepsi guru dan siswa tentang itu. Penelitian ini menggunakan metode studi kasus dan menggambarkan secara kualitatif. Data diperoleh melalui instrumen triangulasi: observasi kelas, kuesioner siswa, dan wawancara guru dan siswa. 32 siswa dan satu guru dilibatkan sebagai peserta. Kerangka dasar dalam penelitian ini tergantung pada kerangka Auerbach (1993), Schweers (1999), dan Cook (2001). Temuan ini mengungkapkan bahwa L1 perlu digunakan di kelas sebagai fasilitator, dengan porsi yang masuk akal. Manfaat penggunaan L1 ditemukan, yaitu untuk mengulangi pernyataan yang tidak jelas, meminta terjemahan, menjelaskan tata bahasa, memeriksa pemahaman, mendapatkan perhatian, dan membuat lelucon. Juga, guru dan siswa menunjukkan persepsi positif terhadap penggunaan L1 di kelas EFL.

**Katakunci:** L1 (Bahasa Indonesia), L2 (Bahasa Inggris), persepsi guru dan siswa, kelas bahasa Inggris sebagai bahasa asing

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